

AN INTERDISCIPLINARY APPROACH TO EDUCATIONAL
PLANNING AT KANSAS STATE UNIVERSITY:
A PROPOSED CURRICULUM OPTION

by

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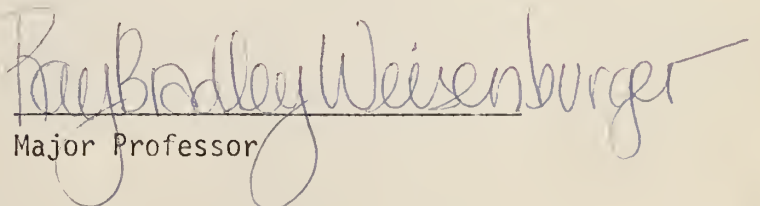

Major Professor

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INTRODUCTION

The purpose of this report is to provide information for the establishment of a fourth option concerned with Educational Planning in the Department of Community and Regional Planning. Such an option will be a joint venture between the College of Education and the Department of Community and Regional Planning at Kansas State University. The report will outline the program of study for the option following a study of five areas of concern:

1. The definition of key terms
2. The rationale of the program of study based on a review of related literature
3. The procedures used to develop the option
4. The program development (included are the objectives, experiences outside the classroom, program development, and program analysis)
5. Concluding remarks

CHAPTER I

DEFINITION OF TERMS

It is necessary to define certain basic terms to be used throughout this paper to avoid confusion with other connotations these terms may have to other people.

Institution

For the purpose of this paper, institution is defined as a significant and persistent element (such as a practice, relationship, or organization) in the life of a culture that centers on a fundamental human need or value, occupies an enduring and cardinal position within that culture, is in some degree contributing to the group welfare, and is stabilized and maintained through social regulatory agencies.

From this definition, it can be seen that in order to fully comprehend the meaning, other terms within the definition will also need clarification:

1. Significant - having or likely to have an effect or influence.
2. Fundamental - constituting a necessary or elemental quality part, or condition, i.e. - indispensable.
3. Value - something (as a principle, quality, or entity) intrinsically desirable.
4. Welfare - the sum of individual utilities, i.e. - a social optimum.¹

Etzioni says that the term 'institution' is a misnomer because it has several connotations, and these connotations can refer to either organizations or persons. As a result of this conflict in the usage of the

term, he prefers to use the term 'organization'.²

Organization

Etzioni discusses three types of organizations and their differences. The first type is the economic type. These organizations are characterized by their operation for a profit and involve both goods and services. The second type is the social organization. These organizations are characterized by their operation on the margin in services only. The last type is the political organization which deals only in policy and policy-making. Examples of these three types are:

1. Economic - corporations, such as General Motors.
2. Social - schools, churches, hospitals.
3. Political - city councils and other forms of government.³

This report will be concerned mainly with the social types of organizations and specifically, with schools.

It is obvious that an explanation of these organizations is in order. Etzioni defines and differentiates between some of these connotations by stating:

Organizations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals. Corporations, armies, schools, hospitals, churches, and prisons are included; tribes, ethnic groups, classes, friendship groups, and families are excluded. Organizations are characterized by:

1. divisions of labor, power, and communication responsibilities, divisions which are not random or traditionally patterned, but deliberately planned to enhance the realization of specific goals;
2. the presence of one or more power centers which control the concerted efforts of the organizations and direct them toward its goals; these power centers also must review its structure, where necessary, to increase its efficiency;
3. substitution of personnel, i.e. - unsatisfactory persons can be removed and others assigned their tasks. The organizations can also recombine its personnel through transfer and promotion.⁴

Other social units exhibit these characteristics described above, but to a lesser degree than the units discussed as organizations. Hence, organizations are much more in control of their nature and destiny than any other social grouping.⁵

Etzioni continues in his description of organizations by relating them and their functions to society:

Modern society has placed a high moral value on rationality, effectiveness, and efficiency. Modern civilization depends largely on organizations as the most rational and efficient form of social grouping known. By coordinating a large number of human actions, the organization creates a powerful social tool. It combines with its resources, weaving together leaders, experts, workers, machines, and raw materials. At the same time it continues to evaluate how well it is performing and tries to adjust itself accordingly in order to achieve its goals.⁶

Etzioni concludes by raising the main problem that all organizations must address themselves to "The problem of modern organizations is thus how to construct human groupings that are as rational as possible, and at the same time produce a minimum of undesirable side effects and a maximum of satisfaction."⁷

Planning

Planning, according to Webster, is "The devising of procedures or regulations for achieving a given objective."⁸ This definition implies a process which will be called the Planning Process.

Planning Process

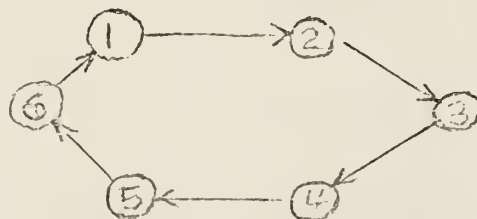
There are many so-called planning processes, but for the purposes of this report, the planning process will be the "traditional" planning process of city planning. This process is cyclic and is made up of six steps:

1. Establishment of goals and/or objectives
2. Data collection
3. Data analysis
4. Revision of goals and/or objectives
5. Completion of plan
6. Implementation of plan (to include revision and updating)

A schematic form of this process (using the above numbers) would look as follows:

FIGURE 1.

The Planning Process



Institutional Planning

Institutional planning is the application of the planning process to institutions for the purposes of maintenance, and so forth. Because of the confusion with the term "institution" brought up by Etzioni earlier, the scope of the eventual program will be narrowed to educational planning. Educational planning is the use or application of the planning process in an educational setting - e.g. - schools, universities, colleges. The term school should not imply only classroom planning, but should suggest an orientation toward a total district or campus concept.

Planner

A planner is a professionally trained person who uses a planning process to accomplish a set of goals and/or objectives. There should be a distinction made at this point between a program evaluator and an educational planner. These people are often assumed to do the same job, but in reality are different both in scope and their performance. A program evaluator is empirically oriented and usually deals specifically with the program and/or curriculum, whereas the educational planner must be versatile in order to deal with other aspects such as finance, law, administration, etc., to perform his job effectively.

CHAPTER II

THE PROGRAM: RATIONALE AND REVIEW OF RELATED LITERATURE

General

An educational planner must be versed in many different areas. These areas of knowledge can be broken down into three basic categories:

1. Educational knowledge
2. Planning knowledge
3. Administrative knowledge

In the area of educational knowledge, an educational planner must have an understanding of the functions and/or processes in school operation, including administration, finance, and curriculum; educational specifications and how to write them; understanding of elementary, secondary, and post-secondary types of schools, including knowledge of open space schools, conventional schools, and open classroom schools; and finally a knowledge of school law and legal matters concerning schools.

In the area of planning knowledge, he must collect information about the city in which he is working or is going to work. This knowledge includes the areas of land use, transportation, community facilities, and population, with particular emphasis on the projection of future population of an educational system and the city. He needs to know how to undertake research and the various methods available to him to conduct this research. He needs to know all about the planning process and the principles and history of planning.

The educational planner must have some administrative knowledge as well. These include the ability to communicate his ideas to people, to get along with people, to be a leader as well as a follower, to have a knowledge of design and some of its principles, to be acquainted with other types of institutions (such as hospitals and museums), and to know what strategies will accomplish the desired change he seeks.

Why do we want educational planning?

Educational planning is essential for the efficient allocation of our resources in education. These resources are not only concerned with budgets, but school plants, curriculum, staff, and administration as well. If these resources are planned and programmed in advance, we can make more effective use of these resources. Planning is necessary and only professionally trained planners can do it most effectively.

Because of the lack of educational planning, the need for it is only heightened. This statement, although true, is hard to substantiate due to the small amount of supportive evidence in the literature. Most authors tend to feel the need is obvious and, therefore, do not overtly state such a need in positive terms, but it is quite evident from their writings.

There are those, though, who do state a need for such planning. Dober, for example, states:

Until the body of research on campus planning is enlarged, some of the physical planning now being accomplished can be likened to the distortions proverbially attributed to the five blind men who have seen and described an elephant for the first time. If one-third of the thirty-five million people expected to be added to the population who are to attend colleges and universities, it would seem appropriate to call now for greater research in campus planning theory and development techniques.⁹

Although this statement was made in 1964, and may seem rather harsh, the point is still very applicable today.

Another authority who sees an obvious need is Harry J. Hartley, Associate Professor of Education at New York University. He stated:

What is lacking is a general framework for educational planning that is appropriate for local school districts and other educational institutions.... A major weakness of the present school planning is the relatively little attention given to long-range or strategic planning.... The lack of such long-range planning is quite evident if one critically examines an annual budget or other materials prepared by central office administrators.¹⁰

Cameron Fincher, Director of the Institute of Higher Education at the University of Georgia, stated,

There is a need for higher education personnel who can apply systematic planning skills and techniques to the problems and needs of developing institutions. Two and four year colleges will, in all probability, continue to serve the greatest number of students from minority and low-income groups. If these institutions are to meet the needs of these students adequately, there must be a broader base of competency in institutional and program planning, development and evaluation.¹¹

If one wishes to examine the question more thoroughly, one must seek the opinions of the leading authorities in the field. One such person is Dr. Pat Choate, Director of the Southeast Regional Office of the Economic Development Agency. In a letter written to Dr. Choate on the subject, he answered the following questions:

Question 1. Do you feel there is a need for educational planners? Why?

Yes; there is a definite need for educational planners, and the need should grow in the next decade. Federal legislation requires states and local communities to plan for an educational program mix which is consistent with the manpower needs of the planning area. In addition, the ability to produce trained manpower to meet industrial needs is one of the major factors in the economic development of a community.

Presently, there are an extremely limited number of colleges or universities producing educational planners. I feel that additional programs must be developed in the near future to produce the educational planners needed to fill the demand which exists now and will exist in the near future.

Question 2. What criteria does your office use as a funding basis for educational projects as related to planning?

I am funding planning at all levels of the educational framework for both short and long-range decision making. We require that the educational projects have an identified clientele, a systematic management system including follow-up, and relate to our development strategies.

Question 3. Do you feel an educational planner should be generally familiar with any particular area? What are these?

1. Communications
2. Manpower economics
3. Educational Finance
4. Administration
5. Factors involved in change
6. Governmental organization (structure, etc.)
7. Economic development
8. Planning process
9. Education (in general)

Question 4. Do you feel that an educational planner should be exceptionally well versed in any particular area(s)?

1. Manpower economics
2. Finance (educational)
3. Economic development
4. Planning systems¹²

At the present time, there are few practicing professionals in this area of planning. These people are ones who have specialized in the field from other areas. These people usually come from the field of architecture, with few coming from education. Two examples of such professionals are Caudill, Rowlett, and Scott, Architects and Planners in Houston, Texas; and Engelhardt and Engelhardt, Educational consultants in New York.

Why haven't we had educational planning?

There are generally two reasons why we haven't had educational planning in the past. First, the administrators have been interested only in their particular setting, e.g., the principal with his building, the superintendent with the board and the public, etc. Many people have seen the need for planning but have had no one to do it with the possible exception of the superintendent and some of his staff. This has brought about only an upgrading of the present group of administrators rather than the integration of professionally trained personnel in educational planning into the educational setting.

Secondly, there are many people who are sympathetic to planning. They see the need, but because of their districts size they say, "Well, we can't afford it." Although this is true in many cases, it is still possible to use the planning process without the use of a professional planner. More often than not, it is the planner they cannot afford, not the planning. So the lack of resources to hire a planner and the lack of trained personnel seem to be the two chief causes for the lack of educational planning.

This can be substantiated by the comments of Joshua A. Burns, Director of Educational Facilities Laboratories, who states:

... In my experience the lack of funds to hire such expertise far overrides the shortcomings of available practitioners. Most school districts, especially smaller districts where funds are most unavailable, must either handle these problems in house or hire an architect or consultant with planning capability. Poor planning appears to result at least as much from the complexity of the problem and the lack of funds as from the lack of available experts.¹³

How do we get educational planning?

The way to get educational planning is through the training of people in colleges and universities, and then interjecting them into the system. The curriculum option proposed in this report is one of the means to achieve this. This option is but the first step in attaining planning in the educational system. There must also be a willingness to plan because of the aforementioned known need for it. Therefore, recognition of need and trained personnel, are the means to the end of having educational planning; however, the key is a commitment by the boards, administration, staff, and community to planning as a long term continuing process and the provision of adequate resources to support this planning activity.

Although having a commitment to planning is a desired end, the problem alluded to earlier (lack of trained personnel) is one which calls for a commitment of another kind - a commitment by the colleges and universities to train this personnel. At the present time there are only two schools which offer any courses in this area - Massachusetts Institute of Technology and Cornell University - and only one that has a program of any kind - University of Vermont. All of these programs tend to be very heavy in systems analysis as their main emphases. Systems analysis has excellent possibilities in the planning process, but the emphasis should not be placed on systems analysis as a process, but as a tool of planning.

The curriculum proposed in this report is designed to give the student an excellent experience with the needed planning activities

in the educational field as well as in the relatively minor field of campus planning. There has been little planning done in consideration of college and secondary educational organizations. This is perhaps the main reason for the poorly designed campuses in this country.

The curriculum is important to the planning profession as well as the educational system in order to interject into these professions competent personnel to bring about the needed skills required in educational planning. The planning profession needs the broadening this program provides. This broadening can interject new ideas, approaches, and methods into both professions while using the traditional planning process as well. The interjection of these newly trained professionals into the system will, hopefully, stimulate the needed impetus for the beginnings of educational planning.

CHAPTER III

PROCEDURES USED TO DEVELOP OPTION

The main purpose of this chapter is to outline the overall procedures used in the establishment of the program of study in educational planning. In addition to the main purpose, this section will provide a means to clarify procedural questions which may have arisen with respect to the content of this proposal. In general there were eight steps used to prepare this paper:

1. The first step was the establishment of a need for such a program. In order to establish such a need an immediate review of literature was executed. After this review proved to be less than conclusive, investigation into leading educational planners in the nation was made. From this investigation the name of Dr. Pat Choate was uncovered. A letter was sent to him in an effort to conclusively establish a need for the program. As a result of this review of the literature and letter, the need was conclusively established.

2. After the need was established, a paper was written as a class project. This paper provided the basis for the abstract which was sent out to a list of selected professionals in the field.

An abstract of the preliminary paper was written in order to have a content analysis performed on it by these professionals. This content analysis was to be used in conjunction with the final proposed program of study.

4. It was now necessary to find a list of professional people to whom to send this abstract. As a result of consultation with some

faculty members at Kansas State University it was decided to obtain opinions from three segments of the profession. In order to obtain a list of possible candidates, preliminary letters were sent to two national organizations, the Council of Educational Facility Planners for leading school districts in the nation, and the Society of College and University Planners for the leading higher education organizations. From these lists sent by these organizations, five candidates were selected from each list and added to an already selected list of private firms thus completing the list of respondents.

5. A cover letter was necessary to explain to the respondents the purpose of the correspondence and the operations needed to be performed. It was decided that the heads of the two involved divisions of the university would be the signatories in order to insure a better response rate and time.

6. The package was assembled and mailed to the respondents.

7. The answers from the survey were assembled and general trends were extracted.

8. The final study was written from the information obtained.

CHAPTER IV

PROGRAM DEVELOPMENT

Objectives

The objectives for the proposed program were arrived at in two ways. First, objectives were listed that seemed relevant to planning in an educational system. From these objectives, some learning experiences were generated that may or may not accomplish these objectives. From these learning experiences, courses in which the learning experience could be present were identified. These objectives and the process discussed above are illustrated in Table I below:

TABLE I
COURSES GENERATED FROM OBJECTIVES

<u>OBJECTIVE</u>	<u>EXPERIENCE</u>	<u>COURSE</u>
The student will identify the planning process and discuss its importance to an educational setting.	Make a model master plan. Learn the theory of planning process. Learn what is involved in the planning process, government, etc.	Planning Principles. City Planning I. Planning Theory. Advanced Planning Theory. General School Administration. Higher Education Administration.
The student will be able to do research.	Use of library. Use of computer. Use of calculator.	Research Methods in Planning.
The student will recognize the importance of the various aspects of education to	Operation of schools. Financing of schools. Alternatives to present system. Legal basis of	School Law. Institutional Planning. School Finance. School Plant.

TABLE I CON'T.

<u>OBJECTIVE</u>	<u>EXPERIENCE</u>	<u>COURSE</u>
the curriculum and planning process - Administration, School Law, etc.	schools. How are schools built? Relation of Planning.	Planning Theory. Curriculum Development. General School Administration. Higher Education Administration.
The student will be able to identify and discuss three methods of population projection.	Use of computer. Use of calculator. Familiarization with various methods. Alternatives to methods.	Research Methods. City Planning I. General School Administration. School Plant.
The student will recognize the importance of educational specifications and discuss their applicability to the school setting.	Education specifications. How are they written? Use. Writing of them.	School Plant. General School Administration. Curriculum Development. Institutional Planning.
The student will list the various aspects and types of institutions in relation to planning process.	Types. Planning of each. Relation to planning process.	Institutional Planning. School Plant.
The student will discover methods of change to develop proper goals.	What are the strategies? Do these strategies accomplish your anticipated goals?	Strategies for Educational Change.

The second operation performed to obtain the objectives was to take some of the courses generated, list experiences that could be found within these courses, and develop objectives to meet these experiences. These courses and the objectives generated are illustrated in Table II below:

TABLE II
OBJECTIVES GENERATED FROM COURSES

<u>COURSE</u>	<u>EXPERIENCE</u>	<u>OBJECTIVE</u>
School Plant.	What are education- al specifications? What are their uses? How do we finance schools? Bonds. Alternatives to building site selec- tion. Relation to planning.	The student will critically dis- cuss applica- bility of edu- cational speci- fications to building and master planning. The student will be able to formulate a master plan. The student will discuss critically the use of bonds as a means of school plant finance.
Research Methods in Planning.	Various methods of research. Use of computer. Uses of types of calculators. Development of var- ious types of studies.	The student will be able to formulate a master plan. The student will learn to mani- pulate apparatus to accomplish assigned tasks. The student will be able to generalize from data for use in assigned tasks. The student will be able to develop various types of studies and show their relation to the planning process.
School Finance.	Budgets. Role of adminis- tration in bud- geting process. Taxation Theory. Methods of finance.	The student will critically analyze current methods of financing public education and defend his views.

TABLE II CON'T.

<u>COURSE</u>	<u>EXPERIENCE</u>	<u>OBJECTIVE</u>
	Alternatives to present methods.	<p>The student will propose at least one alternative method to present financing of schools.</p> <p>The student will recognize the various aspects of education and discuss their relationship to the planning process.</p>
General School Administration.	<p>Operation of school.</p> <p>Responsibilities of various administrators.</p> <p>Organization of school and/or district.</p>	<p>The student will recognize the importance of the various aspects of education and their relation to the planning process.</p> <p>The student will familiarize himself with the organization and functioning of various administrations and discuss it critically in a term paper.</p>
Planning Theory.	<p>Planning Administration.</p> <p>Planning Process.</p>	<p>The student will identify the planning process and discuss its application to an educational setting.</p> <p>The student will discuss the role of the planning process in the three types of city government.</p>

TABLE II CON'T.

<u>COURSE</u>	<u>EXPERIENCE</u>	<u>OBJECTIVE</u>
Planning Communication.	Presentation methods. Public speaking.	The student will recognize the importance of the ability to meet the public and gain experience in presentation techniques before a group.
Planning Principles.	History of planning. Significant periods in planning. Planning process.	The student will list three significant periods in planning and critically analyze them. The student will identify the planning process and discuss its importance to an educational setting.

Experiences Outside the ClassroomInternship

There exist two possibilities for the student in terms of an internship. These are:

1. Experience in an educational setting.
2. Experience in a planning firm.

The first, experience in an educational setting, could be at any level - elementary, secondary, administration, or higher education. This experience will help familiarize the student with the actual operation of the organization involved, as well as providing the student with an actual working/learning experience.

The second, experience in a planning firm, should be accomplished in an organization that is educationally oriented in its philosophy,

an architectural firm which has specialized in educational work, or an educational consulting firm. This will give the student first-hand experience in the use of the planning process in relation to educational projects.

Assistantship

Obviously, not every student has the opportunity to receive an assistantship, but for those who are able to, the experience is invaluable in helping the student to understand his chosen profession better. This assistantship could be either in education or planning, thus increasing the possible number available. These will provide different experiences depending in which discipline it occurs.

Research

Since educational planning is a young profession, the amount of research completed in the field is very limited, thus presenting the student an opportunity of doing original and possible innovative research which will be of aid to him and his profession in the future. An example of a possible topic for such research was alluded to earlier in this paper when the problem of small school districts' financial status and its limitation on planning were discussed. A study of why this is so, or for that matter, why this is necessarily so, would aid the student in better understanding his professional problems and provide an alternative to the situation. In any case the research completed would help erase some of the myths planners have about education and educators have of planners.

Program Development

General

Planners are being called upon to carry out activities of great variety and difficulty; activities which often directly influence the strength of the urban community's economic base and social fabric.¹⁴

This statement was made by Harvey Perloff in 1957 about the education of city planners and their role in the city, but the same statement is applicable today in relationship to the training of educational planners as well.

Perloff went on to say:

Usually professional education has been pushed into the university by outside leaders of the profession, and the practitioners themselves have provided much of the instruction and have set the orientation and training. Only some time later...have university scholars developed an educational program for the profession which reflects the ideals and resources of the university, as well as the evolving needs of the profession.¹⁵

This statement has significance when a program in educational planning is considered. If we accept this statement, then an opportunity has presented itself to begin training individuals in a program that accomplishes the ideals of Perloff's program.

Perloff and other authors tend to agree on the basic elements of a planning curriculum.

A summary of these...sources on required planning education elements is resolved in the following:

1. Basic knowledge - principles, theories, hypotheses - physical, social, economic and political.
2. Basic methodology - measurement, analysis, research, design, and visual-verbal communication.
3. Basic application - conceptualization and application of planning principles, theories and hypotheses in workshop, as well as field exercises.¹⁶

Description of program

This section will be an analysis of an already tested curriculum to be added to the present overall curriculum as a fourth option with city planning, regional planning, and urban design. The curriculum will be one with particular emphasis on the educational and campus planning aspect of institutional planning. It could consist of roughly half education courses and half planning courses. The education course work includes courses in law, finance, administration, curriculum and school plant. The planning course work includes courses on city planning, research methods, the theory and principles of planning, planning and development codes, and housing.

Program

A tentative course program is outlined below.

First Semester

The first semester coursework is set because of prerequisite requirements for future courses. General School Administration is placed in the first semester to provide an overview of educational process.

Second Semester

The second semester was dictated by course offerings and prerequisites. City Planning I and Research Methods in Planning are only offered in the second semester and should be taken then. The inclusion of Institutional Planning course provides an overview of planning and institutions on a higher scale, yet provides the first integrated introduction to the student. Because of course offerings, School Finance

or School Law should be included. Inclusion of School Finance, rather than School Law, provides the student a better base when coupled with General School Administration to move on to the next course.

Third Semester

The third semester is the first semester in which logic for the first year of study becomes (or should become) apparent to the student. Because of previous coursework the student now goes into more detail in both areas (educational and planning). Planning Development Codes now specializes the student in knowledge of implementation tools for planning, plus a knowledge of codes relevant to both disciplines. School Plant becomes the next logical course in further specialization in education. With the inclusion of Strategies for Educational Change and Curriculum Development, the semester is one in which the student learns how to implement his plan.

Fourth Semester

The last semester now becomes the critical one in the student's growth. School Law allows the student to apply the legal basis to his past knowledge. Advanced Planning Theory and Seminar in Planning provide a more detailed look at planning and the planning process prior to graduation. Topics in Planning (or Research in Planning) provides an opportunity for the student to apply his knowledge to a project or a thesis or report.

Internship

The internship is provided during the summer between the first and second years and is an excellent time because the fundamentals

have been presented and now the student can use them in practice. If the student is unable to find an internship, the course, Higher Education Administration, provides a look at the educational administration process on the collegiate or junior college level.

TABLE III
PROGRAM OF STUDY

First Semester

Planning Principles	3 hrs.
Planning Theory	3 hrs.
General School Administration	3 hrs.
Planning Graphics	<u>3 hrs.</u>
	12 hrs.

Second Semester

City Planning I	3 hrs.
Research Methods in Planning	3 hrs.
School Finance	3 hrs.
Institutional Planning	<u>3 hrs.</u>
	12 hrs.

Summer

Internship or Higher Education Administration

Third Semester

Planning Development Codes	3 hrs.
Curriculum Development	3 hrs.
School Plant	3 hrs.
Strategies for Educational Change	<u>3 hrs.</u>
	12 hrs.

Fourth Semester

School Law	3 hrs.
Advanced Planning Theory	3 hrs.
Seminar in Planning	3 hrs.
Topics in Planning	<u>3 hrs.</u>
	12 hrs.

Program Analysis

There were eleven out of fifteen responses to the survey sent to the professionals for the content analysis (see Appendix A). These eleven responses are 73.3 percent of the total. This percentage is broken down by the groups and their individual return percentages below:

Private firms 5 of 5 100%

School districts 3 of 5 60%

Universities 3 of 5 60%

No comment will be made about the receptiveness to planning of one group to another on the basis of these results because it is felt no correlation exists with this data.

There were basically four general trends which emerge from the comments of the professionals. These trends are discussed in detail below.*

1. All but one of the respondents felt there was a need for the program and a market for such a trained individual. An example of a statement which supports this conclusion is one made by Fredrick W. Mayer, University Planner at the University of Michigan. This statement sums up very well the feelings of the other respondents. Mr. Mayer states:

Let me say how pleased I am to see that a major university is finally about to address itself to the need for formalized training in institutional planning. Even though Cornell and

* It should be noted at this time that these trends are not necessarily listed in order of importance.

M.I.T. have at various times offered courses in this area, there is no regularly established program of this type, to my knowledge, at any major American university at present. This has resulted in a situation where most educational planners today have been trained in some other area and have had to adapt themselves to the special requirements of educational planning. The opportunity to correct this situation is certainly most welcome.¹⁷

2. There were several comments which expressed a concern that the program was not flexible enough. Lester Hunt, Director of Project Simu-School, Santa Clara (California) Component, summed up these comments when he stated:

...it appears that your proposed program would 'lock in' a student to a set of courses which would allow for little, if any, differentiation among students of different backgrounds, interests and abilities. Do you want them to all be 'stamped out of the same mold', or do you want to foster development of their creativity?¹⁸

The general feeling was to allow for electives.

3. Another common remark which appeared in some of the responses was that of community involvement and the ability to work with people not for them. Joshua A. Burns, Assistant Director of Educational Facilities Laboratories, expressed it best when he said:

Planners of all kinds must become more adept and sensitive in their dealings with the people they serve. The profession itself must develop philosophies and methods of working which enable its practitioners to deal with communities and guide their decisions. An educational planning curriculum should include such experiences, either as coursework or as acquired experience. ...The need for community involvement is currently felt to greatest at the level of planning of the individual school. Thus far, community involvement in advanced planning has not resulted in much, although this aspect must be developed.¹⁹

4. From my own experience, I firmly believe that the institutional planner-to-be cannot get enough variety in assignments and thus would recommend that the candidates to be involved in your program be encouraged to engage in tasks providing widely varying activities related to Higher Education

in order that they may build as broad an overview of problems and possible solutions as can be obtained within the constraints which you accurately projected in your prologue.²⁰

These are the words of John D. Telfer, Vice-President for Facilities Planning at the State University of New York at Buffalo, and provide another common response of some of the respondents.

There were two other concerns brought out by certain individual respondents which may be of significance, but really do not reflect a general trend. These two concerns are:

1. Educational planners are not aware of physical design problems.
2. More quantitative procedures not known by educational planners especially in finance, e.g., PPBS, or other systems approaches.

CHAPTER V

CONCLUDING REMARKS

General

It can be seen from the comments of the professionals that the original program was inflexible from the following standpoints:

1. The program did not allow for electives.
2. The program did not fully take into consideration the potentially different backgrounds of the students.
3. The program did not take into consideration the individual interests of the students.

As a result of these deficiencies, the program will be expanded to three courses of study in an effort to provide a program that will meet the students' total needs. These three programs have certain coursework which is basic in order to provide a sound base upon which the student can build. These programs will be outlined and discussed on the following pages.

Program for a background in educational administration

A basic assumption has been made concerning the student with a background in educational administration dealing with the required education courses to be used in all of the programs. These courses are:

1. School Finance
2. General School Administration
3. Curriculum Development
4. School Law

5. School Plant

6. Strategies for Educational Change

It will be assumed the student with this background will have completed the first three courses before entry into the program. (If the student has taken different courses than assumed, substitution is possible.)

First Semester

This semester provides the student with the basic planning knowledge he will need in the subsequent semesters. Planning Principles and Planning Theory provide the student with the background study of the planning process. Planning Graphics allows the student to acquire the needed communication skills in presentation work. City Planning I gives the student a working knowledge of the city and the application of the planning process.

Second Semester

In this semester an opportunity presents itself enabling the student to pursue his individual interests with the inclusion of one planning elective and one education elective. School Law, however, provides the student with the experience of gaining the legal foundations needed for the future; while Institutional Planning acquaints the student with capital budgeting and a look at higher educational planning.

Third Semester

The student has an opportunity to use his acquired knowledge in the third semester. The courses School Plant, Planning Development Codes, and Strategies for Educational Change allow the student to apply his previous learning experiences and thus gain more from these courses. An elective choice from either planning or education courses allows the

student to continue to pursue his individual interests.

Fourth Semester

In the last semester the student can culminate his studies by doing research which will aid himself and the planning profession in the future. Advanced Planning Theory and City Planning II allow the student to take a more critical look at city planning. If the student elects to do a thesis, Research in Planning provides the opportunity for original research. If the student elects to write a report or do a non-thesis project, the student takes Topics in Planning and another elective in order to continue his special interests.

Background in Physical Design

The student coming into the program from a physical design background will have taken courses which allow him to take different preparatory courses than the student with an educational background. It is assumed he has had enough experience to eliminate Planning Principles and Planning Graphics. (It is also assumed that all students, regardless of background, have taken a statistics course and computer course as an undergraduate. If these courses have not been taken, these additional hours will have to be added to his program.)

First Semester

This semester is similar to the educational administrative student's with two exceptions. As a result of his background, the student substitutes General School Administration and a planning elective for Planning Graphics and Planning Principles. These courses provide the student with the basic knowledge in both fields.

Second Semester

In this semester the students continue to gain basic knowledge in education by taking two more education courses - Curriculum Development and School Finance. In addition, he gains knowledge of higher education by taking Institutional Planning. Research Methods in Planning provides the student an opportunity to learn basic methods of research he can apply in later practice.

Third and Fourth Semesters

These semesters are the same as in the program for the student with an educational administration background, except the elective taken in the fourth semester with Topics and Planning is an educational elective rather than a planning elective.

Background in Social Science

This program of study is a combination of the two previous courses of study. Because of the general background of the student, both basic education and planning courses must be included in order to provide a fairly even program mix. It is for this reason that this program has the least flexibility of the three. There exist only two possibilities for electives in the program - one in the third semester in place of Planning Development Codes, and one in the fourth semester in conjunction with Topics in Planning.

Inasmuch as flexibility is desired, unless the program is made longer (than forty-eight hours) flexibility will have to give way to knowledge needed in order for the student to perform adequately once he leaves the program and takes employment.

On the following pages, the three proposed programs of study are outlined. A list of electives are provided to show the type of courses available to the student so that he may pursue his individual interest(s).

TABLE IV
PROGRAM OF STUDY
BACKGROUND IN EDUCATIONAL ADMINISTRATION

First Semester

Planning Principles	(109-615)	3 hrs.
Planning Theory	(109-625)	3 hrs.
Planning Graphics	(109-605)	3 hrs.
City Planning I	(109-635)	3 hrs.
		<u>12</u> hrs.

Second Semester

Institutional Planning	(109-720)	3 hrs.
School Law	(405-820)	3 hrs.
Elective (Planning)		3 hrs.
Elective (Education)		3 hrs.
		<u>12</u> hrs.

Summer

Internship or Higher Education Administration

Third Semester

Strategies for Educational Change	(405-882)	3 hrs.
School Plant	(405-812)	3 hrs.
Planning Development Codes	(109-412)	3 hrs.
Elective (Planning or Education)		3 hrs.
		<u>12</u> hrs.

Fourth Semester

Advanced Planning Theory	(109-825)	3 hrs.
City Planning II		3 hrs.
Research in Planning or		6 hrs.
Topics in Planning and		or
Elective (Planning or Education)		6 hrs.
		<u>12</u> hrs.
	Total	<u>48</u> hrs.

TABLE V
PROGRAM OF STUDY
BACKGROUND IN PHYSICAL DESIGN

First Semester

Planning Theory	(109-625)	3 hrs.
General School Administration	(405-807)	3 hrs.
City Planning I	(109-635)	3 hrs.
Planning Development Codes or Elective (Planning)	(109-415)	3 hrs.
		<u>12 hrs.</u>

Second Semester

Curriculum Development	(415-813)	3 hrs.
School Finance	(405-808)	3 hrs.
Institutional Planning	(109-720)	3 hrs.
Research Methods in Planning	(109-790)	3 hrs.
		<u>12 hrs.</u>

Summer

Internship or Higher Education Administration

Third Semester

School Plant	(405-812)	3 hrs.
Strategies for Educational Change	(405-882)	3 hrs.
Elective (Planning)		3 hrs.
Elective (Education)		3 hrs.
		<u>12 hrs.</u>

Fourth Semester

School Law	(405-820)	3 hrs.
Advanced Planning Theory	(109-825)	3 hrs.
Research in Planning or Topics in Planning and Elective (Education)		6 hrs.
		<u>6 hrs.</u>
		<u>12 hrs.</u>
	Total	<u>48 hrs.</u>

TABLE VI
PROGRAM OF STUDY
BACKGROUND IN SOCIAL SCIENCE

First Semester

Planning Principles	(109-615)	3 hrs.
Planning Theory	(109-625)	3 hrs.
Planning Graphics	(109-605)	3 hrs.
General School Administration	(405-807)	3 hrs.
		<u>12 hrs.</u>

Second Semester

Curriculum Development	(415-813)	3 hrs.
School Finance	(405-808)	3 hrs.
Institutional Planning	(109-720)	3 hrs.
Research Methods	(109-790)	3 hrs.
		<u>12 hrs.</u>

Summer

Internship or Higher Education Administration

Third Semester

City Planning I	(109-635)	3 hrs.
School Plant	(405-812)	3 hrs.
Strategies for Educational Change	(405-812)	3 hrs.
Planning Development Codes or Elective (Planning)		<u>3 hrs.</u>
		<u>12 hrs.</u>

Fourth Semester

School Law	(405-820)	3 hrs.
Advanced Planning Theory	(109-825)	3 hrs.
Research in Planning or Topics in Planning and Elective (Education)	(109-890)	6 hrs.
		<u>6 hrs.</u>
		<u>12 hrs.</u>
	Total	<u>48 hrs.</u>

TABLE VII
EDUCATION ELECTIVES

First Semester

Educational Systems Analysis	(405-883)	3 hrs.
The Junior College	(405-620)	3 hrs.
School Public Relations	(405-813)	3 hrs.
History and Philosophy of Higher Education	(405-866)	3 hrs.

Second Semester

Theory of Educational Administration	(405-881)	3 hrs.
Computer Applications in Education	(415-884)	3 hrs.

Summer

Higher Education Administration	(405-898)	3 hrs.
The Junior College	(405-620)	3 hrs.

TABLE VIII
PLANNING ELECTIVES

First Semester

Urban Design I	(109-645)	3 hrs.
Planning Administration and Implementation	(109-770)	3 hrs.
Seminar in Planning	(109-815)	3 hrs.
Planning Development Codes	(109-415)	3 hrs.

Second Semester

Urban Design I	(109-645)	3 hrs.
Urban Design II	(109-845)	3 hrs.
Urban Visual Analysis	(109-710)	3 hrs.
Planning Administration and Implementation	(109-770)	3 hrs.

Summer

Seminar in Planning	(109-815)	3 hrs.
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Implementation

The final step in the establishment of a program in educational planning is the actual implementation. The program is implemented, and, thereby, becomes a fourth option in the Department of Community and Regional Planning, when both the faculty of the College of Architecture and Design and the College of Education accept the proposal by a majority vote. Because no new resources are to be used (in terms of courses, staff, faculty, and money), the Board of Regents approval is not needed. By needing only these two votes of acceptance, the program can be implemented in a reasonably short period of time.

NOTES

1 Operational definition taken from Webster's New International Dictionary of the English Language and other sources.

2 See Amitai Etzioni, *Modern Organizations*, (Engelwood Cliffs, New Jersey, 1964), pp. 1-8.

3 Ibid.

4 Ibid., p. 3.

5 Ibid., p. 3.

6 Ibid., p. 1.

7 Ibid., p. 2.

8 Webster's New International Dictionary of the English Language.

9 Richard P. Dober, Campus Planning, (New York, 1964), p. 7.

10 Harry J. Hartley, Educational Planning-Programming-Budgeting; A Systems Approach, (Engelwood Cliffs, New Jersey, 1968), p. 1.

11 Cameron Fincher and Fred Wise, "Proposal for a Short-Term Training Institute in Planning Techniques for Developing Institutions," University of Georgia, (Athens, Georgia, 1973), p. 1.

12 In letter to author, Nov. 28, 1972.

13 In letter to author, July 27, 1973.

14 Harvey Perloff, Education for Planning, (Baltimore, 1957), p. 2.

15 Ibid., p. 5.

16 Vernon P. Deines, unpublished paper on planning education prepared at Kansas State University, 1965.

17 In letter to author, April 3, 1973.

18 In letter to author, March 22, 1973.

19 In letter to author, July 27, 1973.

20 In letter to author, April 9, 1973.

APPENDIX A

RESPONDENTS TO SURVEYS

Private Organizations

Nicholas Engelhardt
Engelhardt & Engelhardt
Route 116
Purdy Station, N. Y. 10578

Joshua A. Burns, Assistant Director
Educational Facilities Laboratories
3000 Sand Hill Road
Menlo Park, California 94025

John A. Shaver
Shaver & Co.
205½ Santa Fe (South)
Box 110
Salina, Kansas 67401

Dwayne E. Gardner, Executive
Director
Council of Educational Facilities
Planners
29 West Woodruff Avenue
Columbus, Ohio 43210

Wallie E. Scott
Caudill, Rowlett, Scott
1111 West Loop South
P. O. Box 22427
Houston, Texas 77027

Universities

Cameron Fincher,
Director of Institute of
Higher Education
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for Facilities Planning
State University of New York
201 A Hayes Hall
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Fred Mayer, Director
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University of Michigan
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Harold Goyette, Director of
of Planning
Harvard University
Holyoke Center
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University Planner
University of California
641 University Hall
2200 University Avenue
Berkley, California 94700

School Districts

Ron Higgins
Dallas Indpt. School District
3700 Ross Avenue, Box 18
Dallas, Texas 75204

Lester W. Hunt
Santa Clara Cty. Office of
Education
45 Santa Teresa St.
San Jose, California 95110

Edward Stephan, Assistant
Superintendent
Design, Construction and Site
Development
Fairfax County Public Schools
10700 Page Avenue
Fairfax, Virginia 22030

Mrs. Ellen M. Haugsoen
Project Director
Project Simu-School
Chicago Board of Education
28 East Huron
Chicago, Illinois 60610

Dr. George Fisher, Assistant
Director
Division of Planning
Montgomery Cty. Public Schools
850 N. Washington St.
Rockville, Md. 20850

February 19, 1973

Dear Sir:

At the present time, the Department of Community and Regional Planning and the College of Education have been discussing the possibility of establishing a joint program in Educational Planning here at Kansas State University. This program will be used as a major course option leading to a Master of Community and Regional Planning and a minor in the Ph. D. program in the College of Education.

A program has now been proposed, and we wish to have some input from the leading professionals in the field. We wish to have your professional opinion in the form of a content analysis of an abstract of the proposal.

Enclosed you will find a copy of the proposal and a few questions which may help you begin to analyze the proposal. We wish to thank you for your time and effort and any comments you may wish to make.

Sincerely,

Vernon P. Deines,
Head of Department of Community
and Regional Planning

Samuel R. Keys,
Dean, College of Education

A PROPOSED CURRICULUM IN
INSTITUTIONAL PLANNING FOR
THE DEPARTMENT OF COMMUNITY
AND REGIONAL PLANNING AT
KANSAS STATE UNIVERSITY

BY

EDWARD M. McMILIN

There seem to be two main reasons for the lack of Educational Planning:

1. The lack of trained personnel to do this type of planning; and,
2. Lack of resources to hire these persons even if they were available.

The way to get Educational Planning is through the training of new people in colleges and universities, and then interjecting them into the system. The curriculum option I am proposing is one of the means to achieve this.

The curriculum is designed to give the student an excellent experience with the needed Planning activities in the educational field as well as in the relatively minor field of Campus Planning. There has been little Planning done in consideration of college or secondary educational institutions. This is perhaps the main reason for the poorly designed campuses and sometimes poorly located schools.

This curriculum is important to the Planning profession as well as the educational profession to interject into the professions competent people to bring about the needed skills required in Educational Planning. There are few of these individuals. The Planning profession needs the broadening this curriculum provides. This broadening can interject new approaches, ideas, and methods into the profession while using the traditional Planning Process as well. Their interjection into the profession will stimulate, hopefully, the needed impetus for beginnings in educational Planning.

The objectives for my proposal were arrived at in two ways. First of all, I listed objectives I felt were relevant to Planning in an educational system. From these objectives some learning experiences were generated to accomplish these objectives. From these experiences courses were listed in which these experiences could be present. Secondly, I took some of the courses which had been generated and reversed the process.

<u>OBJECTIVE</u>	<u>EXPERIENCE</u>	<u>COURSE</u>
The student will identify the planning process and discuss its importance to an educational setting.	Make a model master plan. Learn the theory of planning process. Learn what is involved in the planning process, government, etc.	Planning Principles. City Planning I. Planning Theory. Advanced Planning Theory. General School Administration. Higher Education Administration.
The student will be able to do research.	Use of library. Use of computer. Use of calculator.	Research Methods in Planning.
The student will recognize the importance of the various aspects of education to the curriculum and planning process - Administration, School Law, etc.	Operation of schools. Financing of schools. Alternatives to present system. Legal basis of schools. How are schools built? Relation of Planning.	School Law. Institutional Planning. School Finance. School Plant. Planning Theory. Curriculum Development. General School Administration. Higher Education Administration.

<u>OBJECTIVE</u>	<u>EXPERIENCE</u>	<u>COURSE</u>
The student will be able to identify and discuss three methods of population projection.	Use of computer. Use of calculator. Familiarization with various methods. Alternatives to methods.	Research Methods. City Planning I. General School Administration. School Plant.
The student will recognize the importance of educational specifications and discuss their applicability to the school setting.	Education specifications. How are they written? Use. Writing of them.	School Plant. General School Administration. Curriculum Development. Institutional Planning.
The student will list the various aspects and types of institutions in relation to planning process.	Types. Planning of each. Relation to planning process.	Institutional Planning. School Plant.
The student will discover methods of change to develop proper goals.	What are the strategies? Do these strategies accomplish your anticipated goals?	Strategies for Educational Change.
<u>COURSE</u>	<u>EXPERIENCE</u>	<u>OBJECTIVE</u>
School Plant.	What are educational specifications? What are their uses? How do we finance schools? Bonds. Alternatives to building site selection. Relation to planning.	The student will critically discuss applicability of educational specifications to building and master planning. The student will be able to formulate a master plan. The student will discuss critically the use of bonds as a means of school plant finance.

<u>COURSE</u>	<u>EXPERIENCE</u>	<u>OBJECTIVE</u>
Research Methods in Planning.	Various methods of research. Use of computer. Uses of types of calculators. Development of various types of studies.	The student will be able to formulate a master plan. The student will learn to manipulate apparatus to accomplish assigned tasks. The student will be able to generalize from data for use in assigned tasks. The student will be able to develop various types of studies and show their relation to the planning process.
School Finance.	Budgets. Role of administration in budgeting process. Taxation Theory. Methods of finance. Alternatives to present methods.	The student will critically analyze current methods of financing public education and defend his views. The student will propose at least one alternative method to present financing of schools. The student will recognize the various aspects of education and discuss their relationship to the planning process.
General School Administration.	Operation of school. Responsibilities of various administrators. Organization of school and/or district.	The student will recognize the importance of the various aspects of education and their relation to the planning process.

<u>COURSE</u>	<u>EXPERIENCE</u>	<u>OBJECTIVE</u>
		The student will familiarize himself with the organization and functioning of various administrations and discuss it critically in a term paper.
Planning Theory.	Planning Administration. Planning Process.	The student will identify the planning process and discuss its application to an educational setting. The student will discuss the role of the planning process in the three types of city government.
Planning Graphics	Presentation methods. Public speaking.	The student will recognize the importance of the ability to meet the public and gain experience in presentation techniques before a group.
Planning Principles.	History of planning. Significant periods in planning. Planning process.	The student will list three significant periods in planning and critically analyze them. The student will identify the planning process and discuss its importance to an educational setting.

EXPERIENCES OUTSIDE THE CLASSROOM

1. Internship

There exist two possibilities for the student in terms of an internship. These are:

1. Experience in an educational setting.
2. Experience in a Planning firm.

The first, experience in an educational setting, could be at any level - elementary, secondary, administratively, or in higher education. This experience should help familiarize the student with the actual operation of the institution involved in general. This experience would also familiarize the student with the general operation of similar types of settings.

The second, experience in a Planning firm should be done in one which does a lot of educational work, an architectural firm which specializes in education, or an educational consulting firm. This will not only give the student firsthand professional experience, but a different look at the various types of educational settings.

2. Assistantship

Obviously, not every student has the opportunity to get an assistantship, but for those who can this experience could help the student better understand his profession. This assistantship could be in one of two areas, planning or education, thus increasing the possibility of an increased number of them. These will provide different experiences depending in which discipline it occurs.

3. Research

Since educational planning is a young profession, the research done in this field is very limited. The student in this program has the opportunity of doing new and possibly innovative research which will aid him professionally in the future. A good example of some research which could be done was alluded to earlier in this paper when the problem of small school districts' financial status limited Planning. A good topic would be why is this so; or for that matter, is this necessarily so? Some of the research of this nature would erase some of the myths Planners have of education and visa versa.

A tentative course program is outlined on the following page. The first semester is set because of prerequisite requirements for future courses. General School Administration is placed in the first semester to provide an overview of educational process.

The second semester was somewhat already dictated by course offerings and prerequisites. City Planning I and Research Methods in Planning are only offered in the second semester and should be taken then. The inclusion of Institutional Planning provides an overview of Planning and institutions on a higher scale, yet provides the first integrated introduction to the student. Because of course offerings, School Finance or School Law should be included. Inclusion of School Finance provides the student a better base when coupled with General School Administration to move on to the next course better than School Law.

The third semester is the first semester in which some logic for the first year of study becomes (or should become) apparent to the

student. Because of his previous coursework the student now goes into more detail in both areas (educational and Planning). Planning Development Codes now specializes the student in some knowledge of implementation tools for Planning, plus a knowledge of codes relevant to both disciplines. School Plant becomes the next logical course in further specialization in education. With the inclusion of Strategies for Educational Change and Curriculum Development, the semester is one in which the student learns how to implement his plan.

The last semester now becomes the critical one in the student's growth. School Law allows the student to apply the legal basis to his past knowledge. Advanced Planning Theory and Seminar in Planning provide a more detailed look at Planning and the Planning Process prior to graduation. Topics in Planning (or Research in Planning) provides an opportunity to apply his knowledge on a project or in a thesis or report.

The internship is provided during the summer between the first and second years and is an excellent time because the fundamentals have been presented and now the student can use them in practice. If the student is unable to find an internship, the course, Higher Education Administration, provides a look at the educational administration process on the collegiate or junior college level.

PROGRAM OF STUDYFirst Semester

Planning Principles	3 hrs.
Planning Theory	3 hrs.
General School Administration	3 hrs.
Planning Graphics	3 hrs.
	<u>12 hrs.</u>

Second Semester

City Planning I	3 hrs.
Research Methods in Planning	3 hrs.
School Finance	3 hrs.
Institutional Planning	3 hrs.
	<u>12 hrs.</u>

Internship or Higher Education Administration

Third Semester

Planning Development Codes	3 hrs.
Curriculum Development	3 hrs.
School Plant	3 hrs.
Strategies for Educational Change	3 hrs.
	<u>12 hrs.</u>

Fourth Semester

School Law	3 hrs.
Advanced Planning Theory	3 hrs.
Seminar in Planning	3 hrs.
Topics in Planning	3 hrs.
	<u>12 hrs.</u>

QUESTIONS YOU MAY WISH TO ANSWER

1. Ideally, in what specific areas of knowledge do you feel that an educational planner should be well versed?
2. What additional areas (other than those listed) of knowledge should be included?
3. Ideally, what experiences do you feel should be included in the proposed program?
4. What additional areas do you feel are needed?

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APPENDIX B

THE UNIVERSITY OF MICHIGAN



OFFICE OF THE UNIVERSITY PLANNER

April 3, 1973

Mr. Vernon P. Deines
Head of Department of Community
and Regional Planning
and
Mr. Samuel R. Keys
Dean, College of Education
Kansas State University
Seaton Hall
Manhattan, Kansas 66506

Dear Prof's:

Thank you very much for the opportunity to review the program in institutional planning which is currently under consideration at your university. Let me begin by saying how pleased I am to see that a major university is finally about to address itself to the need for formalized training in institutional planning. Even though Cornell and M.I.T. have at various times offered courses in this area, there is no regularly established program of this type, to my knowledge, at any major American university at present. This has resulted in a situation where most educational planners today have been trained in some other area and have had to adapt themselves to the special requirements of educational planning. The opportunity to correct this situation is certainly most welcome.

It seems clear that the overall quality of the program depends directly upon the quality of Departments of Planning and of Education since heavy reliance is placed upon them in developing course offerings. My response to the program generally is quite favorable, but I do have several comments. I have noted some of these in the text, but I would like to expand on some of the more significant points here.

1. It would be desirable at the very beginning of the program to separate the students in two groups; those interested in K through 12 educational planning and those interested in higher educational planning. The content and emphasis of the program should be considerably different depending upon which segment you are dealing with. For example, the first semester course in general educational administration may be largely irrelevant for a student of higher education and

- 2 -

could better be replaced by a course in higher education administration. Also, the emphasis in a good number of the courses would be quite different depending upon the type of students you are dealing with.

It should be noted that from this point on in my response, the comments will be directed to students preparing for a career in higher educational planning as that is the area of my own expertise.

2. I should think that it would be highly advisable in the third and fourth semester of the program to introduce certain electives which might be of considerable value to the student. For example, such courses as strategies for educational change, topics in planning, etc. might become electives that would allow students to pursue alternative areas such as urban design, school architecture, etc. As a general rule, I have always found the presence of electives in a curriculum to be a most valuable tool in providing the necessary flexibility to adjust to the various interests and emphases that students may place upon it.
3. As I have noted in the draft submitted for review, a number of the course titles seem to be appropriate, however, a great deal of the actual benefit will depend largely on the content of the course. For example, finance for a higher educational planner should deal mainly with the areas of capital budgeting, budget administration and management and relatively less emphasis should be placed on such things as public school bonding procedures, faculty compensation programs and various other elements that might relate more to a K through 12 student. The proper development of the syllabus for each course will have an important bearing upon how much value that course would actually be to the student in campus planning.

In response to the specific questions which you suggested in your letter, I would like to make two general responses. The first is a list of the overall subject areas which I feel should be included in any program of institutional planning for those oriented to higher education. This list is as follows:

1. General Administration - including how to deal with the political process
2. Programming - with particular emphasis on building programming
3. Capital Budgeting

- 3 -

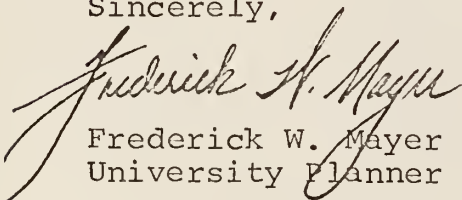
4. Space Management
5. Campus Planning and Design
6. Budget Administration and Management
7. Design, Construction and Maintenance of Physical Facilities
8. Academic Planning
9. Institutional Research
10. Landscape Architecture and Grounds Maintenance

I think that by measuring the course outline and in particular the course content of each of the courses proposed against this list of subject areas, you can obtain a pretty good picture of how well the proposed program will cover the necessary content of a campus planning program.

As far as the question relating to experience is concerned, I feel that the types of experience proposed in the draft program are excellent and of exactly the type which would be most beneficial to a student in institutional planning.

Let me conclude by repeating how pleased I am to see a program of this nature being undertaken at one of our major universities and to offer whatever help I can be in the development of this program or its implementation. If there is any way in which I can be of further assistance to you, please feel free to call upon me.

Sincerely,



Frederick W. Mayer
University Planner

FWM:nd

Fairfax County Public Schools

10700 Page Avenue, Fairfax, Virginia 22030

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April 10, 1973

Educational Facilities
Planning and Construction

Mr. Edward M. McMilin
Department of Community
and Regional Planning
Kansas State University
Manhattan, Kansas 66502

Dear Mr. McMilin:

I have your letter and accompanying proposed program for institutional planning at the College of Education of Kansas State University.

I reviewed the program, not in the detail that I normally would because I thought it lacked what I have found the most basic needs for a good school and community planner.

I should forewarn that my undergraduate studies were in engineering and management and my masters and post-masters in education administration, school business administration and planning. My experience includes working in large urban and metropolitan areas hence my approach may be somewhat different than what you are thinking about.

I do not suggest nor necessarily feel that a good community planner need be an engineer. In some instances, it could even be a deterrent. However, I have found in extensive dealings with planners, community and otherwise, that the well educated, well meaning and probably among the most highly motivated in these areas to be almost oblivious of the realities of what can be done. I have seen graphics depicting great changes and things without the remotest idea of what has to be done to effect such physical change and costs thereof.

I am talking specifically about the technical knowledge necessary to guide the planner as he considers the needs, alternatives, etc., and in considering the economic and technical feasibility of any approach no matter how radical or conservative.

Mr. Edward M. McMilin
Page 2
April 10, 1973

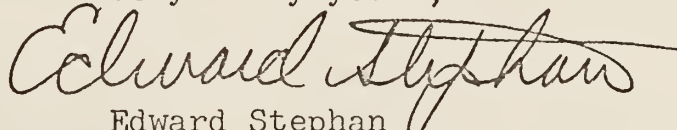
It would appear to me that several hours of the required hours should be in courses which give the student some basic engineering rudiments (mostly civil) that must be examined i.e. do not plan the relocation of a school over a street that some urban renewal program abandoned until one knows what utilities still exist underground and what is involved in building over these utilities or re-locating them. I am not suggesting that the planner should be trained as a quasi-engineer, but he should be trained to examine and question a myriad of conditions related to engineering. The above example is only one of hundreds that I have encountered that planners ignore. Illustrative of this, is the vast and extensive plans, graphics, and models of some grandeur plans that have existed all across the country for years, and, which most of us know, have as much chance as a snowball in hell of ever happening. All because some basic technical and economic factors were never seriously considered, which may have caused viable options and alternatives to be developed and possibly implemented.

Lest anyone misunderstand my position and term it conservative, I have taken the liberty of enclosing brief narratives of what I term progressive and feasible approaches to planning. My plea is, let us train these sorely needed technicians to be progressive, realistic, and practical.

If I did not answer your inquiry as you may have expected, I apologize. If it is different from other responses you have received to date, then I submit you have some basis for a minority report should you agree that one might be in order.

In any case, I certainly commend and encourage the effort to train professionals in this field. We need them badly and, in my opinion, the need will not only continue but expand. I would very much appreciate knowing what the final program will be and what the University's and your reactions are to my suggestions.

Very truly yours,


Edward Stephan
Assistant Superintendent

ES:cmg
Enclosure

Engelhardt and Engelhardt, Inc.

Educational Consultants

March 9, 1973

Mr. Edward M. McMilin
Department of Community and Regional Planning
Kansas State University
Manhattan, Kansas 66502

Dear Mr. McMilin:

The proposed curriculum in institutional planning is certainly well thought out and greatly needed. As an example, this firm has been hardpressed to find young people well versed in the comprehensive elements of the planning process.

Some areas which I do not find in your curriculum outline may be helpful:

<u>School Plant</u>	<p>Ability to interpret architectural and mechanical drawings</p> <p>Understanding of proper procedures for equipment selection and specification writing</p> <p>Personal relations with architects and school staff</p> <p>Presentations to Boards and public</p> <p>Various methods of determining pupil capacities</p> <p>Building codes, state regulations, BOCA</p> <p>Variations in state agency controls, such as Maryland, California, New Jersey, Massachusetts</p>
<u>School Finance</u>	<p>PPBES, such as Fairfax County, Virginia</p> <p>State proposals, such as New York</p> <p>Grass roots budgeting procedures</p>

Administration Basic principles and criteria for management organization

Manuals of responsibility

Job descriptions and position classification procedures

Problems of reorganization and regionalization, including public relations

Principles of salary structure and negotiations

How to handle the news media

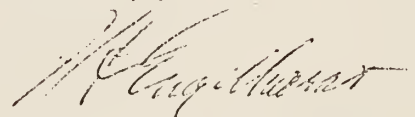
I would question a single summer internship. In this office it takes a new man at least two years before he is on his own. The consultant or planner should possess competence over and beyond that of a typical superintendent in order that he may have credibility in the eyes of the Board and public.

He should also be aware of his legal responsibilities and the ethics of the profession.

And lastly, he should know how to maintain his health and humor during a 16-hour day with teachers, citizens, and Board members.

Keep in touch.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "N. L. Engelhardt".

N. L. Engelhardt

NLE:bh

-2-

details by position description the kind of people it will take to do it. Also included is an article that is in press with Educational Technology which describes one of the Mathematical Planning Models we have created recently; although this description of the model is oriented toward the cost-effective allocation of discretionary money, its structure is such as to permit resource allocation decisions being made for the entire operations of a school district.

You might also be interested in knowing about Project Simu-School, a nation-wide effort to improve educational planning through the use of management science techniques. Components have been established in such locations as Santa Clara County, California; Chicago, Dallas, etc. You might find correspondence with Dr. Les Hunt of the Santa Clara Component helpful in that they are building a Regional Planning Model in conjunction with the applicable city and county agencies and the Santa Clara County School District. A description of their methodology and data bases is now available, I believe. You may reach him at the following address:-

Dr. Les Hunt
Project Director
Simu-School
Santa Clara Component
County of Santa Clara
Office of Education
45 Santa Teresa St.
San Jose, California 95110

I would appreciate hearing your reaction to my suggestions. Should you be interested in providing a more quantitative approach to your curriculum, I would be happy to discuss the possibilities of housing your interns here at DISD.

Sincerely,

Dr. K. R. Higgins, Director
Long Range Planning

KRH:jr

Enclosures

March 4, 1973

Dr. Vernon P. Deines
Head of the Department of Community and
Regional Planning
Kansas State University
Manhattan, Kansas 66502

Dear Sir:

Thank you for your recent letter concerning the new program in Educational Planning at Kansas State; I am delighted to share in your plans and wish you every success in this vitally needed program. As I perceive them, I certainly agree with the goals of the program: my only suggestions would be additions to the curriculum, as contrasted with changes in it. I suppose my comments would be directed toward question No. 2 of the four you enclosed with your letter.

One of the problems I continuously encounter in hiring staff is the fact that most of the products of the educational administration school are familiar with the problems but lack the tools for grappling with these problems. With one outstanding exception, I have found it necessary to recruit my staff from business rather than education; I usually end up seeking people with master's or doctorates in Mathematics, Business Administration, Operations Research, Accounting, and such like. In general, these people are doers, whereas the graduates of the educational programs can certainly discuss the topics with you but they are incapable of doing anything about them. What I am suggesting then is a quantitative orientation within your curricula. The kind of people I find most useful both in terms of skills and ability to think about problems and design solutions are individuals who possess a background in such areas as Mathematical Modeling, Program Budgeting (PEBS), Computer Simulation, Applied Mathematics, Management Science, Operations Research, at least three years of Computer Programming experience, and experience (if possible) in the Planning Department of other enterprises such as commercial business firms, government planning, etc. By way of illustration of the kinds of products (planning) our district finds most helpful, I have taken the liberty of including a recent proposal to the National Institute of Education entitled "Improving Educational Planning Through Management Science Techniques" which lists a few of the goals (and objectives) which we hope to achieve in the near future and



20 April 1973

Mr. Vernon P. Deines, Head, Department of Community and Regional Planning, Seaton Hall, Kansas State University, Manhattan, Kansas 66506

cc: Samuel R. Keys, Dean, College of Education, Kansas State University; Wallie Scott; David Thorman

MR. DEINES, we are finally able to get to you a review of the proposed curriculum on educational planning you sent us February 19. You may consider it unfortunate to find out that our comments are somewhat extensive.

Let me say at the outset that we appreciate having the opportunity to look at your proposed curriculum. Careful consideration and review by professionals in the field should benefit the program substantially.

DEFINITION OF TERMS

First of all the introduction to your curriculum description uses the term "educational planning" in a somewhat confusing way. This probably reflects relatively accurately the state of process and the profession. But it is not a desirable state and a careful consideration of definitions and descriptions would be beneficial.

At CRS when we use the term "educational planning" we do not consider it to imply any physical planning component. It is considered to mean the planning of educational organization, educational concept, educational projection, etc. When we wish to refer to the physical side we use the term "educational facilities planning" or "campus planning" or "urban planning".

Perhaps part of the reason that we make the distinction between organizational-program planning and physical planning is that we believe the jobs are best done by different kinds of professionals. As you undoubtedly know CRS believes in "Architecture By Team". Basically this means that we think the best result is produced when a team of strong specialists work together. We would suggest that you orient your curriculum toward training specialists for the team.

Mr. Vernon P. Deines

Page 2

PLANNING ROLES

At CRS we believe the planning process can be broken into basically three roles:

1. EDUCATIONAL PLANNER

This person is basically an educational administrator or educator type. But in addition to an undergraduate background in education he has taken a specialized curriculum in developing and defining educational systems. His job is to design curriculum, define educational goals and needs, design organizational structure, develop educational concepts and activities, and project numbers of students requiring educational opportunities. Generally it is the job of defining educational needs for now and the future.

The educational planner should not deal in square footage, or building materials, or acreage, or building cost estimates. If he does a good job of developing and defining educational programs, he will have his hands full. It takes another very experienced and able kind of professional to provide the physical responses to the educational needs. The educational planner needs to know about physical planning because he will be working with physical planners. But he should not attempt to be a physical planner himself.

Incidentally, this is a much neglected area in planning efforts. Too frequently we jump to physical conclusions without developing carefully a sound educational plan.

The educational planner might be the superintendent or principal in a smaller school system or might be a separate staff member in larger systems. He might also be on the staff of a consulting firm, providing a service to colleges and school systems.

2. FACILITIES PROGRAMMER

This is an individual with a basic background in physical planning or architecture who has taken additional work or has had additional experience in a unique, broad, and

Mr. Vernon P. Deines

Page 3

expanding field; facilities programming. The educational plan must be translated into a form useable by the campus planner or architectural designer. This translation is a job of the facilities programmer.

He combines unique abilities in communication and analysis with a basic knowledge of the planning and design process. He is the one who determines how much square footage is required to satisfy the educational plan and how much money will be needed to obtain the square footage needed. He will be able to determine the acreage required to satisfy recreational or parking requirements. His is the job of defining the physical planning or architectural design problem; then the campus planner or architect solves that problem.

Again this programmer must have a substantial knowledge and appreciation for educational planning and education in general. But he is not qualified to develop educational plans.

This individual might work for a school district or a college that is large enough to support an on-going physical planning and design effort. Or he could work as a consultant or in an architect-planner's office.

3. CAMPUS PLANNER-ARCHITECTURAL DESIGNER

This is the individual that provides a physical solution for the educational needs that were defined by the educational planner and then turned into physical needs by the facilities programmer.

There are a number of terms to define this physical problem solver. He can be called a physical planner or a campus planner or an urban designer or an architectural designer; there are probably others. The term used usually depends on the size of the planning problem and the type of person used to develop the solution. Sometimes more than one type of person is included on the team for a given problem.

Mr. Vernon P. Deines

Page 4

This person is trained as an architect or as a planner. He is not qualified to develop educational plans. The architectural field is difficult enough to master without attempting to master educational fields too. We are finding here at CRS that it, in fact, is best to break down the traditional designer's role into the programmer (problem definition) and designer (problem solution) roles here outlined.

In some cases, particularly with campus planners, this individual is employed by the school district or college. But he can also be employed as a consultant or in a full service architectural or planning firm.

LEARNING EXPERIENCE

I do not believe that the learning experiences for the three roles outlined above are the same. Some courses might be the same or similar but each of the roles will require some training that the other roles do not require. Perhaps it would be best to look at the program as having three options.

However, there is a strong need for interdisciplinary approaches in this area and I would suggest that courses or problems be set up that would allow educational planning students, facilities planning students, and campus planning or architectural students to work as teams. They could all, in this way, better appreciate the total process and each other's roles in that process.

The Educational Planner is an education major. The graduate work he would do for this concentration would include general school administration, curriculum development, strategies for educational change, population projection, and planning processes.

Then in addition to this study for his future primary responsibilities, he should take a course which could provide him with general knowledge and appreciation of the work that the programmer and campus planner will be doing. Such a course would include programming and physical planning procedures, and activities and current important developments in and examples of planning and design. But the object is not to make this person able to estimate

CAUDILL ROWLETT SCOTT
ARCHITECTS PLANNERS ENGINEERS
HOUSTON NEW YORK CHICAGO
LOS ANGELES BEIRUT

1111 WEST LOOP SOUTH
HOUSTON TEXAS 77027
CABLE CROCCOHOUSTON

Mr. Vernon P. Deines

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construction costs or evaluate existing structures or to decide where roads should go. The object is to teach him who does know these things, how to find that person, and how to talk to that person once you have found him. Incidentally, I am not sure that a doctor's degree will be necessary toward this role. It might be considered as a master's level program.

The Facilities Programmer has his basic training as an architect or as a physical planner. But the programming concentration would require particular course work in facilities programming methods, research, computer use and statistics, systems analysis, and gaming. Then in addition to this training for his primary responsibilities, he would need to take a course on educational planning to gain an appreciation for and ability to communicate with educational planners on the team.

The programmer with an architectural background would do programming for building projects and the programmer with the planning background would be programming campus planning or educational system projects. It should also be pointed out that a person with a basic programming training would be capable of programming a wide range of physical projects. A good course in educational planning would make him better qualified for educational projects but he would not necessarily be limited to educational projects, and could, in fact, take a course in one or more other project types.

The facilities programmer could work in large school districts or colleges which have on-going planning efforts or could also work in consulting and architect-planning offices.

The role of the Campus Planner/Architectural Designer is a fairly well defined and accepted one. And the training for such individuals has been provided much more successfully than the training for the previous two roles outlined. It would be possible and desirable to provide a seminar course in educational planning-facilities programming for these individuals to allow some particular study in this project type. But again, the course should be considered a survey designed to teach such professionals to work with and appreciate the educational planner and the facilities programmer; not to teach them to do this work themselves.



Mr. Vernon P. Deines

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I hope these notes make some sense to you. I will be happy to clarify anything I can. The interdisciplinary idea is a strong one and is excellent. The work experience idea is also very good. One other thing--any curriculum in any kind of planning should stress the concept of planning as a continuous process rather than a finite exercise.

I am enclosing a copy of PROBLEM SEEKING, an investigation done here at CRS which will perhaps clarify for you the activities and role of the facilities programmer. Although it is a new role, it is one that is finding increasing acceptance in architectural schools and architectural/planning offices across the country.

Allen Ambrose, Associate
Educational Facilities Specialist

Encl.



OFFICE OF THE VICE PRESIDENT FOR FACILITIES PLANNING

April 9, 1973

Mr. Edward M. McMilin
Dept. of Regional and Community Planning
Seaton Hall
Kansas State University
Manhatta, Kansas 66506

Dear Mr. McMilin:

I hope you will understand the tardiness of my response to your letter of February 19, 1973, but the press of administrative duties related to our legislative session have been rather intense.

The proposed curriculum which you advance in Institutional Planning is well prepared and I believe a major step forward. This sort of program has long been needed. From my own experience, I firmly believe that the institutional planner-to-be cannot get enough variety in assignments and thus would recommend that the candidates to be involved in your program be encouraged to engage in tasks providing widely varying activities related to Higher Education in order that they may build as broad an over-view of problems and possible solutions as can be obtained within the constraints which you accurately projected in your prologue.

Without detailed course content statements, I find it difficult to be more specific as to suggestions to strengthen in any way the proposed curriculum. However, I should appreciate a progress report once the program is implemented and I might be able to refer candidates to the appropriate office.

Again, my congratulations and much success.

Sincerely,

John D. Telfer, AIP, FRSH
Vice President for Facilities Planning

JDT:mdb
Encl.



3000 Sand Hill Road ⁷²
Menlo Park, California 94025
Telephone: (415) 854-2300

July 27, 1973

Edward M. McMilin
1841 Platt
Manhattan, Kansas 66502

Dear Mr. McMilin,

Let me preface my comments on your proposed curriculum with an apprehension. Based on my experiences and contacts with persons currently in educational planning--and they are quite numerous and competent, incidentally--one of the problems of your approach appears to be its emphasis on the most easily acquired aspects of the expertise, that is, the planning techniques and outlook, and its lack of concern for the part which is most difficult to acquire, a solid background in education.

Initially, I must take exception to your emphasis of a shortage of trained personnel in the field as the major source of the lack of educational planning. In my experience, the lack of funds to hire such expertise far overrides the shortcomings of available practitioners. Most school districts, especially smaller districts where funds are most unavailable, must either handle these problems in-house or hire an architect or consultant with planning capability. Poor planning appears to result at least as much from the complexity of the problem and lack of funds as from lack of available experts.

Assuming that the training of planners to be educational planners is a valid concept, the major shortcoming of your program, in my view, is its failure to move away from the paternalisms inherent in most planning training to a position of planning as an activity involving the public as people. A leading trend in education over the past decade has been the rise in community action about and involvement with its education. I do not feel that at the present time we can teach these subjects, rather

Edward M. McMilin

July 27, 1973

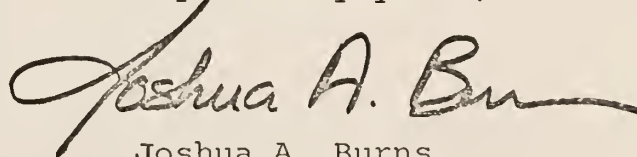
they are an indoctrination, if you will, or the cultivation of a view of the planner as an expressor of aspirations, desires and needs.

Planners of all kinds must become more adept and sensitive in their dealings with the people they serve. The profession itself must develop philosophies and methods of working which enable its practitioners to deal with communities and guide their decisions. An educational planning curriculum should include such experiences, either as course work or as acquired experience.

A second criticism I offer is the lack of recognition of a distinction between advanced planning and school planning. Advanced planning is superficially rather like other forms of professional planning--it gathers data, makes projections, develops long-range plans and recommends policies. The second planning process, that of the individual school is different, basing its actions on the development of curriculum, building programs and staffing. The need for community involvement is currently felt to be greatest at the level of planning the individual school. Thus far, community involvement in advanced planning has not resulted in much, although this aspect must be developed.

As a last comment, let me describe the origins of current educational planners. The administrative staffs of school districts are the highest levels to which an educator can normally aspire. The ladder goes teacher-department head-principal-administrator. As the source of in-house planners is therefore largely the faculties and staffs of schools, should not some consideration in your program be given to training in planning skills for these professional educators?

Respectfully yours,

A handwritten signature in dark ink, reading "Joshua A. Burns". The signature is fluid and cursive, with a long horizontal stroke at the end.

Joshua A. Burns

PROJECT SIMU-SCHOOL

SANTA CLARA COMPONENT

Santa Clara County Office of Education
45 Santa Teresa, San Jose, California 95110 (408) 299 2441

March 22, 1973

Mr. Edward M. McMilin
Department of Community
and Regional Planning
Kansas State University
Manhattan, Kansas 66506

Dear Mr. McMilin:

Thank you for including me in the list of those to whom you circulated your proposal for a program to prepare educational planners. The major objective of Project Simu School is to improve the processes used in planning for educational programs and facilities in communities. One of the major avenues for reaching this goal will be the development of well-prepared planners, as well as re-treading old heads. Therefore, we have a continuing interest in programs designed for the preparation of people to work in this field.

It seems to me that the area most frequently overlooked in planning is the active involvement of people in the community--seeking to understand the aspirations of the consumers of the educational program at the beginning and during, the planning process. Too frequently, "planners" "develop a plan" for a community, rather than assist the people at arriving at plans. Changing conditions require that the process be a flexible one, and that all persons involved in planning develop a capacity to accommodate change. Perhaps your proposed curriculum includes provision for developing sensitivity for the attitudes of people?

Implicit in your proposal, as I read it, is the objective of crossing more traditional lines of responsibility for planning; i.e., school planning, city planning, social agency planning, etc. To the extent that educational planning is considered to be a sub-set of planning for all social, cultural, vocational and "quality of living" aspects of a community, educational planning will succeed in meeting the needs of the community. You are to be complimented on the analysis of objectives for the program, and the possible relationships with courses listed. Generally, the rationale for sequencing of experiences expected of the student seems reasonable.

Mr. Edward M. McMilin
Page 2
March 22, 1973

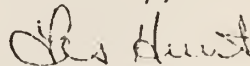
Of a less complimentary nature, the comments which follow have caused me some concern since I received your paper. First, it appears that your proposed program would "lock in" a student to a set of courses which would allow for little, if any, differentiation among students of different backgrounds, interests, and abilities. Do you want them to all be "stamped out of the same mold," or do you want to foster development of their creativity?

Secondly, (and more difficult to express) the proposal itself is not well written. It seems to be composed of suppositions which are written as fact, without supporting evidence, which raises questions as to the validity of the assumptions on which they are based. I am very supportive of the idea of developing programs such as you propose but am not sure that I would be able to respond favorably if I were a member of an academic council, or other approval group. I would suggest a careful re-write of the content of the proposal so that it will not insult the sensibilities of reviewing committees.

My apologies are tendered for the above offensive comments. I would like to receive information as to progress of your proposal.

Best wishes.

Sincerely,



Lester W. Hunt
Director

LWH:ka

enc 1

QUESTIONS YOU MAY WISH TO ANSWER

1. Ideally, in what specific areas of knowledge do you feel that an educational planner should be well versed?
2. What additional areas (other than those listed) of knowledge should be included?
3. Ideally, what experiences do you feel should be included in the proposed program?
4. What additional areas do you feel are needed?

I am very much impressed with your proposed curriculum but do not have suggestions for its improvement. My major concern would be with the market for such graduates. I see too much confusion about the role and nature of educational planning and would have reservations about recommending such a program to anyone except the State and the Society.

For some thoughts on planning, you might be interested in the enclosed proposal — which will not, in all probability, be funded.

In any event, best wishes in your new undertaking.

Camron Fincher
3/18/73.

Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506

August 1, 1972

Dr. Pat Choate, Regional Director
Southeast Region Office of
Economic Development Admin.
Dept. of Commerce
1401 Peachtree Street
Atlanta, Georgia 30309

Dear Sir:

I am a graduate student in the Department of Community and Regional Planning at Kansas State University. I am specializing in institutional (and more specifically educational) planning.

The basis of my master's thesis proposal is the establishment of an educational planning curriculum option in the Department of Community and Regional Planning. At the present time, the faculty has questions concerning the demand for such a curriculum option. This curriculum would include courses on specific functions of an educational planner as well as more general planning courses.

The faculty has agreed that if an expert in the field of economic development and planning such as yourself would respond to the following questions, this would establish an acceptable basis for developing the curriculum option.

1. Do you feel there is a need for educational planners? Why?
2. What criteria does your office use as a funding basis for educational projects as related to planning?
3. Do you feel an educational planner should generally be familiar with any particular area? What are these?
4. Do you feel an educational planner should be exceptionally well versed in any particular area?

I would appreciate any information you may be able to provide in answer to the above questions. Thank you.

Respectfully yours,

Edward M. McMulin

Edward M. McMulin

Pat: I feel that the Department of Community and Regional Planning has not KSA and the State of Kansas as a whole could benefit from your answers to these questions. This is my opinion.

SALINA, KANSAS
MICHIGAN CITY, INDIANA

August 27, 1973

Mr. Edward M. McMilin
1841 Platt
Manhattan, Kansas 66502

Dear Mr. McMilin:

This letter is a response to your correspondence of July 25th written to John Shaver of The Shaver Partnership, Salina, Kansas. John has asked me to answer your correspondence as I am a professional planner schooled at Stanford University and have been in practice for the past twelve years, three of which were with a national consulting firm and the past nine years with The Shaver Partnership.

Time does not permit me to give you a content analysis of your proposed curriculum without asking you a number of specific questions about same, but I do feel that there are three important ingredients necessary in order to prepare an individual to compete and be prepared to meet the educational planning tasks that are required of him in the world-of-work. These ingredients are as follows:

1. The proper curriculum -- on the surface it appears that you have a complete base from which to start.
2. A "school planning lab" environment from which to work is essential, in my opinion, if the students are to gain real experiences on a day-to-day or week-to-week basis. Credit for independent study can be given for these experiences and the mix of the two (course study plus independent study), is what makes for a realistic and meaningful planning experience.
3. A funding agency, such as EFL, should be involved so that research monies can be made available to the lab to help support students and give substance to the program.

I hope that my comments, although somewhat limited, will be of some help to you.

Cordially yours,

THE SHAVER PARTNERSHIP

Robert S. Osmond
Partner

RSO/b

APPENDIX C

The purpose of this section is to speak to comments made about the proposal at the Orals Examination, August 27, 1973. These comments cover a wide range of topics included in the program. These concerns and comments are dealt with on the following pages. Only limited detail was sought inasmuch as the committee wished only reactions.

Evaluation of project

The good and bad points of this initial effort are listed below. This list is not necessarily in order of importance.

A. Good points

1. The project laid the basis for the beginnings of research and a program to train people in educational planning.
2. The project established the fact that there is a genuine need and market for such individuals.
3. The project identified possible future sources of information on educational planning.
4. The project identified possible locations of summer internships.

B. Bad points

1. There was no rejection of present objectives or development of new objectives as a result of the survey responses.
2. The sample size may have been too small. There could have been less emphasis on equal representation of all sectors of profession in order to increase sample size.
3. There was no content analysis performed on responses except for the extraction of general trends.

4. There could be more emphasis put on preliminary implementation procedures.

Importance of Questionnaire

The questionnaire was important from the standpoint that it provided the necessary feedback from practicing professionals relating to course content and program structure. The questionnaire was used from the standpoint of applying the general trends (generated from the responses) to the program. There were diverse opinions as to what an educational planner needs to know. This diversity made it impossible to include everyone's ideas, therefore, only general trends were used.

The responses provide a base from which other projects can evolve. A content analysis of these responses could have potential value, although it is the author's opinion that some doubt exists in their value. As far as individual responses are concerned, these responses must not only be looked at in their individual contexts, but in the total context of all of the responses. This twofold examination may (or may not) result in their use as part of the program.

Training of social science backgrounds

The training of individuals from a social science background would in all probability require additional credit hours beyond the minimum of forty-eight. The social science individual could well be involved in the informal interaction approach which would allow him to pursue his individual interests.

Comprehensiveness of program

Ideally the program of study should be tailored to meet the dif-

ferent needs of a campus planner and planner for public schools, but as in the case of the coursework, the program itself should be established along existing constraints and altered as the program progresses in its maturity. Initially, though, the program should address itself to all concerns and develop variations later as needed.

Program development

The experiences listed were accomplished by existing courses in order to give the program a foundation upon which future changes can be made. These courses provide the necessary experiences desired. There should be a re-examination of these courses in order to ascertain the validity of developing courses which cater to the educational planner. This should come after the program is established. As in most new programs, it must be built around existing coursework.

Certification

Certification could be a problem in many cases. A careful study of the relationship of certification and the technical nature of the educational planner should be made. The requirements in each state are different as to certification. This study could reveal whether common characteristics exist and establish some trends certification is taking now and in the future. It is the author's opinion that most staff and technical positions in central office administration are being removed slowly from certification as a requirement.

Informal Interaction Approach

The informal interaction approach is one which has validity if the student happens to attend Kansas State University as an undergrad-

uate or an early graduate and becomes interested in the field. If the program is to provide the numbers of graduates to meet the needs of the profession, the program must be established so that students can be attracted to the university. Since Kansas State University would be the only major university in the nation to have such a program, the success of the program depends on the attraction of qualified students.

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